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The  
**American Historical Review**

THE ANNUAL MEETING OF THE AMERICAN  
HISTORICAL ASSOCIATION

THE thirteenth annual meeting of the American Historical Association was held at Cleveland on December 28, 29 and 30; 1897. Once before the Association had met west of the Alleghanies, but it was at the Chicago exhibition of 1893 and the meeting was exceptional in character. If Cleveland is hardly to be called a western town, yet a truly western hospitality was manifested toward the Association and its congener, the American Economic Association, which by a happy arrangement held its meetings in the same city on the 29th, 30th and 31st. Professor Henry E. Bourne and the other members of the local committee of arrangements were unwearied and highly successful in their efforts to promote the comfort and pleasure of those who attended the meetings. Mr. and Mrs. J. H. Wade, Mr. and Mrs. H. A. Garfield, Mr. and Mrs. Samuel Mather, on the successive days respectively, threw open their houses to the visitors, and President Thwing, of Western Reserve University, entertained them at luncheon within the walls of that institution. An especially agreeable social event was the common breakfast of the two associations, at noon of the 29th, by which a practice inaugurated at the New York meeting was pleasantly continued and assured of permanence; and, of course, that less formal sociability which to many constitutes the chief attraction of the meetings prevailed at the hotel which was chosen as headquarters and at all the various places—the hall of the Board of Education, the Church of the Unity, and the libraries of the University and of the Western Reserve Historical Society—in which the sessions were held.

The most striking general feature of the transactions was the prevalence of discussions of practical topics interesting to the profes-

sion, rather than of formal contributions to knowledge. Thus the first session, after the reading of a brief paper by Mr. George P. Winship, of Providence, on the sources of our knowledge of the history of John Cabot's discoveries, was devoted to a discussion of the question: To what extent may "Sources" profitably be used in the teaching of History below the Graduate School? The discussion was principally carried on by Professor A. B. Hart, of Harvard University, Professor J. A. Woodburn, of the University of Indiana, and Professor E. P. Cheyney, of the University of Pennsylvania. Professor Hart spoke chiefly of the technical aspects of the problem, as related to different classes of sources.

Professor Woodburn dwelt first on the great variations of the factors in the problem, the widely varying abundance of materials in the possession of different institutions, the wide differences among undergraduates in respect to culture and training. For the ordinary undergraduate he was strongly of the opinion that training in the use of sources should by no means be the chief aim in instruction. Such an undergraduate approaches his college courses in history without any adequate conception of the great historic movements of the world. He ought first to obtain a broad general notion of these movements. This is his evident primary need, and if he is to reach this end, in the time he ordinarily devotes to history, he cannot become an investigator. He has not the time, nor the opportunity, nor the aptitude, nor (most emphatically) the scholarship, to make the attempt profitable. Much as he may dislike to do it, or as we may dislike to have him do it, he must content himself with accepting the direction and findings of the best authorities who have gone before him. But while convinced that the use of the sources is not an important end of the undergraduate's work in history, the speaker gave it a prominent place among the means of reaching the end, the end being the acquisition of general historical culture. Such use has now been made more practicable than ever before, by the multiplication of excellent books of extracts. Fragmentary though they are, and therefore in some respects unsatisfactory, experience shows that students feel their value in making the events of history more real, in conveying impressions more forcibly and aiding in the retention of facts, in cultivating a taste for research and promoting the exercise of independent judgment. True pedagogical principles point in the same direction, urging that, instead of being furnished with outright solutions to all problems, the student be led, as far as is possible, to discover and produce for himself, with a mind not merely receptive, but active. The important question of proportion should receive an answer determined by the circumstances of each

particular case ; the undergraduate should be trained in the use of sources to as large an extent as the end in view—the end of liberal culture in historical knowledge—will permit.

Professor Cheyney's paper was devoted specifically to a discussion of the matter as a general theoretical question. With undergraduates, he thought, the sources should be used primarily for purposes of illustration ; not to furnish the main content of the student's course, nor to give him technical training in methods of investigation. He defended their use on two main grounds : first, the greater sense of reality which is obtained by their use ; secondly, the mental culture in the form of habits of moderation and fairness, and in the training in critical judgment, which follows upon even a comparatively slight familiarity with the actual sources of our knowledge. These claims were tested by several historical examples. An effort was made to show by these that the vagueness and unreality of historical impressions can be overcome by bringing the student into contact with the vivid real words and personality of contemporary writings. The effect on the general culture of the student lies rather in bringing him, through the study of actual instances, to look at things as they really are, without exaggeration and without partisan condemnation, and in training the capacity to judge of the worth or worthlessness of the books which are constantly forcing upon us their claims for consideration. The question under discussion should then be answered in some such way as follows : Within the limits of practicability the sources should be used wherever they will illustrate or supplement or give reality to the work, and wherever they will teach a lesson of historical judgment without at the same time destroying the unity and the continuity of the student's course.

Professor F. M. Fling, of the University of Nebraska, gave an interesting account of the use of sources (in English translation) in the secondary schools of that state, and advocated their being made the staple of historical instruction. But the general view seemed to be that their proper use was rather as a vivifying adjunct to text-books, lectures and the reading of authoritative historians.

The afternoon was assigned to a meeting of the Church History Section. The notion of such a special section was devised a year before, when the American Church History Society was absorbed into the American Historical Association ; and, though the sectional meeting thus inaugurated exhibited no such certain signs of great vitality as surely ought to attend a meeting in the interest of church history in America, yet the plan so far met with favor that another section, devoted to the study of legal history, was projected as an

accompaniment of subsequent meetings of the Association. Three papers were read before the section. The first was an essay on The Philosophical Disintegration of Islam, by Rev. H. W. Hulbert of Cleveland. After the first century of territorial expansion Islam at Damascus and Baghdad and Cordova came into contact with remnants of Greek philosophy and Christian heresy. The result was, east and west, a struggle to harmonize the Koranic faith with philosophy and, out of this, the rise of innumerable Mohammedan sects. Though the process would seem to be not without a parallel in Christian history, the purpose of the paper, in reviewing the speculative thinkers of Islam, was to exhibit its inability to keep its identity in the face of the philosophical attack, and its collapse as a theological system, until the Ottoman came in to maintain orthodoxy by the sword. The Rev. James I. Good of Reading, Pa., next read an account of the work of the Netherland churches in fostering the German Reformed churches in America, and of the steps by which the latter won their home rule. The Rev. Dr. S. M. Jackson of New York gave an account of a recent pilgrimage to the places associated with the life of Zwingli.

In the evening the Association listened to the inaugural address of its president, Dr. James Schouler of Boston. He began by remarking upon the large increase of the Association during the past year ; more than three hundred new names had been added, largely through the exertions of the Hon. Peter White of Marquette, so that the total membership is now 928. Reference was made to those members who had died during the past year, twelve in number, including Dr. Justin Winsor, formerly president of the Association, to whose memory a feeling tribute was paid, Gen. Francis A. Walker, and Hon. Horatio King. The main subject of the address was "Constitutional Amendments and a New Federal Convention." Referring to the Philadelphia Convention of 1787, Dr. Schouler adverted to the striking fact that that body, a novelty in its own day, had had no similar successor, numerous as had been the conventions which had made amendments or new constitutions for the individual states. In the states, where a century ago the representative legislatures were habitually exalted, the modern tendency is to raise the other departments to an equality, as all alike based fundamentally on popular sanction ; and the *referendum* gains constantly the upper hand. Urging the desirableness of a limited federal convention, which should consider and act upon specific proposals alone, Dr. Schouler discussed at length those amendments which seemed to him worthy of adoption. First, he advocated the choice of senators of the United States by the people of a state at large. In the

line of a manifest tendency to interpose greater barriers to Congressional legislation, on some topics at least, than are imposed by the present Constitution, he thought it might be well to insist upon a two-thirds vote in each branch for changing the currency, declaring war, or borrowing or appropriating beyond certain limits ; and that more than a bare majority of a quorum ought certainly to be required for such momentous legislation, disturbing the national equilibrium, as the admission of new states into the Union, or as that which sanctions the acquisition of alien territory with an alien population. Dr. Schouler further expressed the wish to see literally extended to the Union that prohibition on the states which expressly forbids them to emit bills of credit, to make anything but gold and silver coin a legal tender in payment of debts, or to pass any law impairing the obligation of a contract. He also advocated the election of the President and the Vice-President by popular vote, and by a plurality in case there were no majority. It might likewise be desirable to enlarge the President's veto power, so that he might at discretion veto individual items of an appropriation bill while approving the rest, or so as to leave him thirty days after the close of each session of Congress in which to decide whether to approve or to disapprove of its final measures.

After the conclusion of the president's address, Professor F. M. Fling read a paper entitled "Mirabeau and Calonne in 1785." The paper dealt with the history of the book on the Bank of St. Charles, written by Mirabeau in 1785 at the request of Calonne. The subject has already been well treated by Stern and Loménie. The reason for re-examining it was the discovery by Professor Fling of an unpublished manuscript, unknown to previous biographers, and containing an account of a conversation that took place between Mirabeau and Calonne on the day on which the book was published. This conversation was recorded by Mirabeau in the form of a dialogue, shortly after it took place, and evidently with a view to publication. From this document it becomes clear that Calonne consulted with Mirabeau before the decree of council was issued condemning the bank. Mirabeau realized that Calonne was unable to prevent the council from taking action, and that he might be exiled or sent to the Bastille. He placed himself completely in Calonne's hands, and as he personally was not molested he had little to complain of.

The last paper of this day was one by Professor J. M. Vincent of Johns Hopkins University, on "European Blue Laws." He showed that strict laws for the conduct of the private citizen were not a monopoly or invention of the Puritans. Regulations as to clothing, eating, drinking and the observance of Sunday were found

all over Europe during the same period in both Catholic and Protestant countries. In fact, sumptuary laws were common during the Middle Ages, and the Reformers merely continued the old methods of dealing with the problems of society. It was a general political maxim that the authorities should regulate even the small particulars of life and manners. Examples of the medieval regulation of clothing were given from France and Switzerland. Though the Reformation introduced greater sobriety of manners, yet legal regulation continued. Zürich and Bern, it was shown, were nearly as strict as Geneva. The laws of the former two towns with regard to church-going, taverns and drinking, personal adornments and social entertainments, were exhibited in some detail, as were also the sumptuary laws of Louis XIV. The significant generalization was that inquisitorial laws continued to be enacted on the Continent for nearly three centuries after the Reformation, and were found in operation as late as, or later than, the Blue Laws of the American colonies.

The proceedings of the second day were altogether pedagogical in their interest. At the New York meeting a committee of seven had been constituted, at the request of the National Educational Association, to investigate the condition of historical teaching in the secondary schools throughout the United States, in order, if possible, to recommend some scheme or schemes for its improvement. The committee consisted of Professor A. C. McLaughlin of the University of Michigan, its chairman, Professor H. B. Adams of the Johns Hopkins University, Professor H. Morse Stephens of Cornell University, Professor A. B. Hart of Harvard, Miss Lucy M. Salmon, professor at Vassar College, Professor C. H. Haskins of the University of Wisconsin, and Mr. George L. Fox, headmaster of the Hopkins Grammar School at New Haven. The committee had pursued its task with energy and devotion during the year, and had held consultations which culminated in a series of meetings at Cleveland.

In presenting the committee's report the chairman, Professor McLaughlin, called the attention of the Association to the purpose for which the committee had been created, to recommend to a committee of the National Educational Association a course of study in history which might be taken as the basis for a portion of a scheme of uniform requirements for entrance to college. Before the committee could make such a report, however, many things had to be done. Information had to be gathered concerning the present condition of historical study in the schools, and then a course had to be worked out which was suited to the needs of the college and not beyond the ability of the schools.

Moreover, the committee felt that it was highly desirable to make an examination of the whole field and prepare a report that would be helpful, stimulating and suggestive to the secondary teachers of the country. To ascertain present conditions, circulars were sent to nearly five hundred schools; something over two hundred answers were received, and the answers had been cast into tabulated form. For the purpose of getting suggestions as to courses of study and methods of teaching, three members of the committee visited European schools during the summer of 1897, and after a careful examination prepared reports upon the condition of historical study in the secondary schools of Germany, France and England. Miss Salmon had made an exceedingly thorough investigation into the teaching of history in German gymnasia, Mr. Haskins had examined into the teaching in the secondary institutions of France, Mr. Fox into those of England. Miss Salmon, as the result of her exhaustive study of German programmes and methods, read to the Association this same morning a highly interesting paper on The Teaching of History in German Gymnasia, which has since been printed in the *Educational Review* for February. We may therefore refer our readers to the pages of that journal for the full text of that instructive communication. It must suffice here to present a brief summary. History, in connection with geography and in due correlation to other studies, is taught throughout the nine years of the gymnasial course, which begins when the boy is nine years old. The average amount of time devoted to its teaching is three hours per week. During the first two years the boy is taught legends from classical and German mythology and the biographies of great men. No attempt is made to give formal instruction in chronological order; the method is story-telling, pure and simple. Systematic historical instruction begins with the third year in the gymnasium. During the remainder of the course the work in history and geography forms two regular concentric circles, the first occupying four years, the second three. The object of the first circuit is to give a connected account of the great events of the world's history, ancient, medieval and modern, and especially of the relation of Germany to these events; the method is that of pure narration. During the last three years the pupil traverses the general field of history again, but with the object of laying the foundations deeper, of gaining a broader outlook, of understanding present conditions through their development in the past, of building upon the love of fatherland that has been so sedulously cultivated in the earlier part of the course a sense of personal responsibility to it, of inspiring high ideals and creating ethical standards. The method



of treatment is adapted to this final aim and to the boy's maturer state of mind. It becomes more formal, and somewhat resembles that of a college lecture. Miss Salmon pointed out the natural differences of aim between German and American historical instruction, and praised with warmth the competence and mental equipment of the teachers of history in German schools.

The committee found that, in spite of many meetings and discussions, it was ready as yet to make only a provisional report and asked for the privilege of continuing its labors. It was ready to report with some definiteness an ideal course covering four years, with five recitations a week ; but the more difficult problem of preparing practical recommendations for a schedule of entrance requirements was still to be solved. In the ideal course the committee recommended four sections or blocks of history, each to occupy a year : (1) Ancient history, including a very general introductory study of the more ancient nations, and the history of Greece and Rome to the downfall of the Empire, the histories of the two nations to be studied, as far as practicable, as related subjects ; (2) The history of Continental Europe, beginning with the fall of Rome and ending in the nineteenth century ; (3) English history, to be studied in its broader aspects and to include somewhat extensive references to Continental relations and imperial development ; (4) American history, with special reference to the Federal period, and with the collateral study of civil government.

On the subject of method the committee recommended that a text-book in chief be used, and expressed the conviction that written exercises, the preparation of topics in written or oral form, the constant use and occasional making of maps, were desirable additions to the text-book work ; that collateral reading in secondary material should be a part of every course, and that when practicable the sources should be used ; that sources were principally useful in giving reality and concreteness to the facts of history, and could be used by the teacher for the purpose of illustration, and often by the pupil himself for the same purpose.

As for the teaching of history in grades below that of the high school, the committee did not feel warranted yet in making definite recommendations, desiring to make further examination into the present status of the matter ; but they agreed that it was desirable to teach, in elementary ways, the history and government of our own country, with some preliminary or collateral study of European history. The committee's whole report was approved by the Association, and the committee was continued. It is understood that, after more preliminary work by individual members, it will meet this spring in Ann Arbor.

Mr. A. F. Nightingale, superintendent of schools in Chicago and chairman of one of the departments of the National Educational Association, read a short paper, the conclusions of which were in striking accord with those of the committee of seven. He advised that the fields of history be taken up in chronological order, and that general history, as it is now studied and taught, be abandoned. In the discussion which followed these papers, Professor Fling expressed his regret that the committee's recommendations on the use of sources were not more decided and more radical. He contended that if the pupils were not brought into immediate contact with the sources such material would never be used at all, even for purposes of illustration. He declared that all the tendencies in historical teaching in America and Europe were in the direction of the "source method." Professor Hart, replying to Professor Fling, said that he did not believe that pupils in the secondary schools could as a rule make use of the sources as the primary means of gaining knowledge, but that original material vitalized the dry facts of history and gave them new force and meaning. Professor Haskins and Miss Salmon did not think, after having made some study of the matter, that there was any tendency in Europe in the direction of the increased use of the sources by pupils. Miss Salmon said that she had made special inquiries regarding this subject in all of the German gymnasia which she had visited, and that she had not found the source-books used anywhere by the pupils.

The evening session of this day, a session held jointly with the American Economic Association, but mostly occupied with history, was devoted to a discussion of the opportunities for American students of history and economics in Europe. Professor C. H. Haskins of the University of Wisconsin read a paper on the Opportunities for American Students of History at Paris, which is printed in the present issue of this REVIEW. Professor O. J. Thatcher of the University of Chicago, who was to have read a paper on Opportunities for American Students of History in Germany, was unfortunately prevented from attending, nor was his paper presented. Professor H. Morse Stephens of Cornell University discoursed informally upon the opportunities for the Study of History at Oxford and Cambridge, but shortly gave way to Mr. Wilbur C. Abbott, now of the University of Michigan, who recently pursued the newly-instituted course for the "research degree" at Oxford. Both were of one mind, that Oxford in some respects presented admirable advantages to the mature student, but was no place for the tyro, who would find little machinery in existence intended for his benefit and guidance. Indeed, it was the general opinion of these speakers, and of Professor C. H. Hull of Cornell University, who

spoke briefly and informally on the study of political economy and political science in Germany, that the appropriate time for European studies on the part of American students was not immediately after their taking the first degree, but later, the American universities having now developed their graduate instruction so fully as to make it better for the student to pursue his work in America during the first years after baccalaureate graduation.

The morning of the third day was also spent in joint session with the economists, and was devoted to a discussion, chiefly by members of that profession, of the Relation of the Teaching of Economic History to the Teaching of Political Economy. The discussion was led by Professor Henry B. Gardner of Brown University, Professor Henry R. Seager of the University of Pennsylvania, and Professor George W. Knight of the Ohio State University. The necessity of carrying the study of economic history into the most advanced stages of instruction in economics being generally conceded, the purpose of Professor Gardner's paper was to urge the importance of including systematic instruction in economic history in the general introductory course in political economy usually given in our colleges. The purpose of such courses is, for most students, to develop the capacity to form intelligent and liberal judgments on present economic questions. With this end in view, the information given should include: (1) a description of the most essential features of the structure and working of the economic organization; (2) a statement of the main principles or laws revealed by an analysis of its fundamental forces; (3) a critical estimate of the system and of the more important plans for modifying it. Now instruction has generally been concentrated on economic analysis and its results, the other parts being treated not systematically, but incidentally, to illustrate the analysis. Under such training the student will not be able to estimate correctly the real scope and significance of economic theory, not seeing clearly its relations to economic life as a whole nor perceiving its limitations. He will be tempted either to reject it as merely theoretical, or on the other hand to ignore its divergences from the facts of actual life. In respect to practical problems he will not know how to distinguish what is essential and rigid in the existing system from what is non-essential and flexible. Hence the speaker concluded that a description of the structure and working of the economic organism is essential even in an introductory course in economics, and that this description should be systematic and comprehensive. But in order to understand what is characteristic in the existing organization, to estimate justly the relative importance and permanence of its various elements, and to distinguish its controlling tendencies, it is, if not

absolutely necessary, at least extremely helpful to understand its historical origin and to compare it with earlier and simpler systems. This could best be done by a comprehensive view of economic history, which could show the movements and interrelations of economic life as a whole, and which should precede the description of the existing system, acquainting the student first with the simpler forms of organization and enabling him to trace the actual course of economic development.

Professor Seager held that introductory courses in economic history existed mainly because of the defects of historical teaching, and would become unnecessary whenever courses in general history were so recast as to assign due prominence to economic forces. Agreeing that a course in descriptive economics should precede the theoretical course, he did not think that a course in economic history should do so. Its proper place was after the theoretical course, and its aim, to remove or make impossible the notion that the economic institutions of to-day and their mutual relations are permanent and inevitable. This could best be done, not by a course which presented a continuous outline of economic history, but by intensive study of some one period, especially a period differing as widely as possible from the present in its economic organization. Economic history should be studied also in connection with the history of economic theory and with the study of practical economic problems. The former study is valuable only when the attempt is made to interpret the economic theories accepted in each period in the light of the industrial conditions to which they owe their origin. As regards the latter, no practical problem can be treated adequately except with reference to the historical conditions out of which it has arisen.

Professor Knight was of opinion that the teaching of economic history should precede the teaching of political economy. He pointed out that the study of political institutions and of theories of the state everywhere follows upon, never precedes, the study of the political history of the state. Since at present the teacher of history is not covering this portion of the historical field, it must, as yet, be treated as a distinct thing, and probably by the economist rather than by the historian. The increase of such teaching in colleges and universities was noted. Later should come the history of economic theory in connection with the intensive study of economic history in detail and by periods and institutions.

The concluding session of the Association was devoted to a discussion of the functions of local historical societies. Two papers were read: one by Mr. R. G. Thwaites, corresponding secretary of the State Historical Society of Wisconsin, on State-supported Histor-

ical Societies and their Functions, the other by Professor J. F. Jameson of Brown University, on The Functions of State and Local Historical Societies with respect to Research and Publication. But to this general subject the REVIEW may not improbably recur on a later occasion. This session was held in the beautiful new building of the Western Reserve Historical Society, and was the first meeting ever held therein. A considerable number of papers, read only by title, were submitted for publication in the annual volume of the Association.

A report on behalf of the Historical Manuscripts Commission was submitted by its chairman, Professor Jameson. An interesting plan proposed by Miss Salmon, professor in Vassar College, was encouraged and referred to the secretary and Miss Salmon. It contemplated the affiliation of local historical societies with the American Historical Association, by payment of annual dues or the fees for life-membership, and with mutual duties of communication and report. Proposals were brought forward, in view of the approaching expiration (in July) of the guarantee fund of the AMERICAN HISTORICAL REVIEW, for its adoption by the Association. Definite action upon this matter was deferred until the next annual meeting. In the meantime, a grant was made to the REVIEW from the treasury of the Association, in consideration of which each member of the latter is to receive a copy of the issues of the REVIEW for next October and January, that all may be prepared to vote intelligently upon proposals for union next December.

The officers of the Association elected for the ensuing year are : President, Professor George P. Fisher of Yale University ; first vice-president, Mr. James Ford Rhodes of Boston ; second vice-president, Dr. Edward Eggleston ; secretary and treasurer, as heretofore, Professor Herbert B. Adams and Dr. Clarence W. Bowen, respectively. Dr. Schouler became *ex officio* a member of the executive council ; President E. M. Gallaudet and Professor George B. Adams retired from that body, and their places were filled by the election of Chief-Justice M. W. Fuller and Professor A. B. Hart. The next meeting is to occur at New Haven on December 27, 28 and 29, 1898. The committee on the programme consists of Professor E. G. Bourne of Yale, Professors Hart of Harvard, Judson of Chicago, Turner of Wisconsin, and the secretary.

The *Annual Report* of the Association for 1896, a volume of 1107 pages, has not reached the office of the REVIEW at the time of going to press, but the receipt of several "separates" from it gives promise of its speedy appearance. The largest of these separate issues is the Report of the Historical Manuscripts Commission, comprising 641 pages (pp. 467-1107) of the volume. The Report consists of a re-

port in the more special sense, setting forth the aims of the Commission and the steps it has hitherto taken toward the realization of those aims, a careful bibliography of American archives, or, more explicitly, a List of Printed Guides to and Descriptions of Archives and other Repositories of Historical Manuscript, prepared by Dr. E. C. Burnett and the chairman, and five series of historical documents, printed as specimens of the mode in which the Commission proposes to deal with the most important of those manuscripts to which it may be led by the systematic inquiries it is pursuing. The first of these is a series of the letters of Phineas Bond, consul at Philadelphia, to the British Foreign Office in 1787, 1788 and 1789, letters interesting for the light they throw on the economic, and in a less degree the political, history of the United States during that transitional period. Next comes a body of correspondence relating to an attempted intrigue with the French government, carried on from Philadelphia in 1756, and disclosed through the intercepting, by the British officials in England and Ireland, of letters addressed to the Duke de Mirepoix. Next is printed a collection, derived from various sources, of the letters of Stephen Higginson, a Boston merchant, highly influential in politics and conspicuous among the high Federalists. The letters extend over an interesting period (1783-1804) and cast light on many important transactions. The political history of South Carolina, 1805-1808, is illustrated by the publication of a series of extracts from the diary of Edward Hooker, who lived at Columbia during those years. Finally, the long-continued and widely ramifying intrigues of France for the possession of the Mississippi Valley, and especially the intrigues of Citizen Genet with George Rogers Clark and the projected expedition of the latter against the Spaniards in New Orleans, are illuminated by a highly important and varied collection of documents edited by Professor Turner. The commission actively continues its pursuit of manuscripts. Its second report will present some of the results of the pursuit, together with the second instalment of the Phineas Bond letters and the correspondence of Genet with Mangourit, French consul at Charleston. With the aid of these two series of Genet documents and those printed in the present number of the REVIEW, Professor Turner prepares for our next number a new account of Genet's relations with the West. For its third report the Commission expects to present a first instalment of the correspondence of John C. Calhoun. The trustees of Clemson Agricultural College, which possesses the chief mass of his papers, has agreed to entrust them to the Commission for publication. The Commission, earnestly desirous to do this important piece of work thoroughly, hope that those who know of other Calhoun letters will inform the chairman.